



SP 353 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD
IES Abroad Santiago

DESCRIPTION:

Students who enter this level are able to function and accomplish everyday needs required to live in a new culture. In this course, students will develop independence and autonomy so that, when communication does break down, they have enough tools at their disposal to resolve these challenges on their own. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. They will also begin to recognize their own and their peers' errors.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of the Emerging Independent Abroad outcomes in the IES Abroad *MAP for Language & Intercultural Communication*, as determined by a placement test.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Instructor directed tasks, group and pair work, individual and group oral presentations, intensive and extensive reading in class, listening activities, class discussion, role plays, and audiovisual activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Oral Activities – 15%
- Written Assignments – 20%
- Midterm Test – 15%
- Class Activities – 10%
- Final Oral Exam – 20%
- Final Written Exam – 20%

Oral Activities

Oral activities include presenting tourist places in Chile, a short presentation of an important Latin American character, and a group activity in which students create a representation of a trial.

Written Assignments

Written assignments include essays (i.e. My Trip to Chile, interview with Eledín Parraguez), reports on course-related trips, and reading comprehension tests (i.e. La Tregua, by Mario Benedetti; Mi país inventado, by Isabel Allende).

Class Activities

Different class activities (between 5-7) designed by the course instructor according to students' needs of practice and current events to be discussed in class. Activities include pair work, peer review, short reading/writing assignments, quizzes, etc.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes defined by the *Emerging Independent Abroad* level as defined by the *IES Abroad MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve the outcomes for the *Independent Abroad* level as defined by the *IES Abroad MAP for language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- A. Students will be able to identify and describe at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will be able to identify and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to describe and interpret gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.

II. Listening

- A. Students will be able to understand most spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
- B. Students will be able to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

III. Speaking

- A. Students will be able to speak on and discuss a wide range of concrete everyday and personal topics, abstract topics covered in classes as well as other topics of particular interest to them.
- B. Students will be able to participate, initiate and respond actively in a wide variety of interactions.

IV. Reading

- A. Students will be able to read and understand blogs, articles, and stories, using background knowledge to aid their comprehension.
- B. Students will be able to read and understand more complex, academic texts with assistance.

V. Writing

- A. Students will be able to meet most everyday writing needs (notes, text messages, emails, chats, letters, and online forums).
- B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize a wide range of topics.
- C. Students will be able to edit their own and their peers' writing

ATTENDANCE POLICY:

Attendance and punctuality are mandatory for all IES Abroad classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than 1.5 classes (for courses taught once a week) or 2.5 classes (for courses taught twice a week) in any course, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Six absences in any course will result in a failing grade.

Punctuality

Students who are late to class will receive a .5 absence. Arriving in class more than 15 minutes late will result in 1 absence.

CONTENT:

Session	Content	Assignments
Session 1	Introduction to the Course - Description of objectives, methodology, expectations and evaluations. - Functional: Describing how learning a language works; comparing the acquisition of the mother tongue with learning Spanish; expressing advantages and disadvantages of being in study abroad. - Grammatical: Review of past tense. - Vocabulary: Words to describe strategies and learning styles. - Culture: Chilean variety of Spanish; describing and interpreting body language.	Submission of written assignment: Mi Viaje a Chile
Session 2	Let's Explore the Country - Functional: Describing places: providing geographic, historic and tourist information; expressing likes and dislikes; expressing desires, future intentions and opinions about places and vacations. - Grammatical: Review of ser/estar/haber; review of gustar que + subjunctive (and verbs alike); subjunctive mood in adjective clauses. - Vocabulary: Traveling and accommodation; adverbs of place and prepositions to describe position. - Culture: Landmarks and sightseeing in Chile.	- Vocabulary and grammatical exercises of the unit - Audio and class discussion: Santiago as one of the best places to live in Latin America
Session 3	This Is Not What I Booked! - Functional: Finding out local opinions about tourist places in Chile; making complaints at a hotel desk. - Grammatical: Subjunctive mood after verbs that express demand (pedir, exigir, necesitar, solicitar, etc.) - Vocabulary: Vocabulary related with services and problems with traveling and accommodations; prepositions of movement and location. - Culture: Chile as a tourist destination, advantages and disadvantages.	Vocabulary and grammatical exercises of the unit

Session	Content	Assignments
Session 4	I Am Not a Tourist but an International Student - Functional: Expressing opinions about places and vacations; stating preferences; expressing surprise - Grammatical: Subjunctive mood after verbs/expressions to give opinions (ser+adj+que, parecer+adj+que, pienso que, creo que, etc.) - Vocabulary: Verbs+prep to express movement, location and existence. - Culture: Oral presentation on tourist destinations recommended by locals.	- Vocabulary and grammatical exercises of the unit - Instructions and rubrics for the oral presentation to be found after the class plan
Session 5	The Latino-Americans - Functional: Describing peoples' attitudes and beliefs; expressing opinions about people; describing relevant peoples' lives; discussing the importance of some people to some countries; making questions to find out reasons, causes and details. - Grammatical: Preterit and imperfect tenses; expressions of time. - Vocabulary: Word formation – verbs and nouns related to achievements, e.g. descubrir/descubrimiento. - Culture: Famous Latino-Americans in different fields, politics, music, arts, literature, sports, etc.	- Vocabulary and grammatical exercises of the unit - Submission of the revised version of "Mi viaje a Chile" - Audio and class discussion: La vida del Che Guevara
Session 6	People Who Make a Difference - Functional: Narrating historic events; Assessing famous people's dreams, ambitions and achievements; discussing people's attitudes behaviors and actions. - Grammatical: Preterit and imperfect tenses; indirect objects. - Vocabulary: Preterit and imperfect tenses and their implications in verb meanings. - Culture: Talking about famous Latin-American people and their importance in the local culture.	Vocabulary and grammatical exercises of the unit

Session	Content	Assignments
Session 7	My Favorite Person Is... - Functional: Narrating historic events; presenting information in chronological order; organizing and presenting information; expressing surprise and admiration; showing interest in a topic of conversation. - Grammatical: Preterit and imperfect to express contrast between state and changes; relative pronouns. - Vocabulary: Discourse connectors to indicate consequence and reason; conversational tokens. - Culture: Oral presentation on well-known Latino-American people.	Instructions and rubrics for the oral presentation to be found after the class plan
Session 8	Chilean Movie: Machuca - Functional: Understanding spoken Spanish in a movie; describing and evaluating past events; commenting and analyzing facts. - Grammatical: Integrated verb tenses. - Vocabulary: Chilean words. - Culture: The impact of the coup d'état in Chile; social differences and life opportunities.	- Read movie review and glossary at the end of the course dossier - Watch movie trailer in Moodle
Session 9	Food and Customs - Functional: Describing customs, traditions and food, and discussing their role in a particular culture; comparing and contrasting customs and traditions; evaluating the importance of keeping traditions; describing peoples' attitudes and beliefs. - Grammatical: Review of present tenses and verbs similar to "gustar." - Vocabulary: Food, meals, recipes and ingredients; games, music, types of dances; adverbs of frequency; impersonal pronouns. - Culture: What we cook, when and why.	- Short reading comprehension test: "La Tregua" by Mario Benedetti - Vocabulary and grammatical exercises of the unit

Session	Content	Assignments
Session 10	Food and Customs, cont. - Functional: Describing food and meals; providing details of ingredients, ways of preparing, and eating customs; talking about food and special recipes for celebrations and festivities; writing instruction to prepare a special dish. - Grammatical: Infinitive verb forms (for instructions); direct objects. - Vocabulary: Words related to food, fruits, vegetables and meals; verbs to describe ways of cooking food; review of words to describe order and sequence; adjectives to describe food and meals. - Culture: Discussing the role traditional food plays in a culture.	- Vocabulary and grammatical exercises of the unit - Peer correction of written recipe
Session 11	Workshop on Chilean Culture: Trivia Games, Music, Food and Quizzes - Reviewing what students have learned about Chile. - Exploring students' familiarization and integration to local culture.	
Session 12	Course-related Trip - Visiting the historic center of the city. - In pairs, students visit different important buildings - Using Spanish to talk to locals and obtain some specific information.	Prepare an oral presentation for the class

Session	Content	Assignments
Session 13	I Got Sick - Functional: Describing food and meals; providing details of ingredients, ways of preparing, and eating customs; talking about food and special recipes for celebrations and festivities; writing instruction to prepare a special dish. - Grammatical: Infinitive verb forms (for instructions); direct objects. - Vocabulary: Words related to food, fruits, vegetables and meals; verbs to describe ways of cooking food; review of words to describe order and sequence; adjectives to describe food and meals. - Culture: Discussing the role traditional food plays in a culture.	- Submission of brochure recommending places to visit in Santiago - Course-related Trip 1 Report – instructions given in Moodle - Vocabulary and grammatical exercises of the unit
Session 14	I Can Explain What Happened - Functional: Describing symptoms; making hypotheses related to health problems; giving advice. - Grammatical: Subjunctive mood for recommendation and future actions. - Vocabulary: Adverbs of manner to express intensity. - Culture: Healthcare in Chile.	Vocabulary and grammatical exercises of the unit
Session 15	MIDTERM TEST - Evaluation of all contents studied up to this point in the course. - Test includes: - Audio-visual exercise - Grammar exercises - Reading comprehension exercise - Writing exercise integrating topics discussed in class, grammar, and vocabulary	

Session	Content	Assignments
Session 16	Advertising and Information - Functional: Identifying objectives, goals, and hypotheses about advertising intentions; interpreting publicity: ads and commercials; comparing and contrasting different forms of advertising: oral, visual, written, etc. - Grammatical: Imperative mood; direct and indirect object pronouns with commands. - Vocabulary: Advertising and publicity. - Culture: Ways of advertising and its impact on people's goals.	Vocabulary and grammatical exercises of the unit
Session 17	The Power of Advertising - Functional: Developing communicative strategies; discussing the language on advertising; making hypotheses about random advertising campaigns. - Grammatical: Prepositions/prepositional phrases to indicate objective; impersonal constructions. - Vocabulary: Frequent verbs and words used in ads. - Culture: Tú and Usted; direct and indirect language; senior citizens in the community.	Vocabulary and grammatical exercises of the unit
Session 18	The Importance of Memory - Functional: Describing historic events in chronological order; stating and supporting opinions about past events; making hypotheses about the past and trying to explain what happened and why. - Grammatical: Review of preterit and imperfect; past perfect tense. - Vocabulary: Words related to government, dictatorship, and events related to violent actions. - Culture: September 11, 1973 – different sides, different views.	- Short reading comprehension test: "Mi país inventado" by Isabel Allende - Vocabulary and grammatical exercises of the unit

Session	Content	Assignments
Session 19	You Can't Deny History - Functional: Expressing opinions about past events and actions; expressing agreement and disagreement; make hypotheses about what could have happened if something had been different; supporting ideas and opinions; expressing emotions of excitement, pity, sorrow and anger. - Grammatical: Review of subjunctive in impersonal phrases to express opinion; subjunctive mood in conditional clauses in past test. - Vocabulary: Adjectives and nouns that describe people and how they see the world; adjectives to describe emotions such as pity, sadness, sorry, misery, etc.; word formation: nouns and adjectives; synonyms and hyponyms. - Culture: Dealing with past events and their implications in the present.	- Vocabulary and grammatical exercises of the unit - Audio and class discussion: President Allende's last words
Session 20	Crimes and Laws - Functional: Describing and evaluating past events; expressing conditions and consequences. - Grammatical: Subjunctive mood; review of conditional clauses. - Vocabulary: Nouns and verbs that describe types of crimes; laws, rules and types of punishment. - Culture: Laws that reflect cultural beliefs.	Vocabulary and grammatical exercises of the unit
Session 21	I Am Innocent, Not Guilty - Functional: Commenting and analyzing facts; discussing hypothetical purposes, reasons and consequences. - Grammatical: Review of past tenses; subjunctive mood; adverb clauses to indicate purpose. - Vocabulary: Adjectives, adverbs and phrases to express emphasis and intensity; adverbs and expressions to indicate purpose. - Culture: Capital punishment, what do Chileans think about it?	Vocabulary and grammatical exercises of the unit

Session	Content	Assignments
Session 22	Group Activity • IES Abroad instructors present a topic of discussion with students. • Activity is enriched by personal perspectives and experiences on a local historic event instructors have experienced.	
Session 23	Course-related Trip to National Cemetery • Exploring the cemetery from a historical, economic, political and social perspective. • Understanding some important aspects of local idiosyncrasies.	• Instructions and worksheet after this class plan
Session 24	Course-related Trip to National Cemetery • Exploring the cemetery from a historical, economic, political and social perspective. • Understanding some important aspects of local idiosyncrasies.	• Instructions and worksheet after this class plan
Session 25	Group Activity: “El Jucio” • Functional: Asking questions to find out who is responsible for a crime; making hypotheses about the reasons to commit a crime; stating arguments and supporting them. • Grammatical: Integrated review of present and past tenses; conditional clauses. • Vocabulary: Words related to the situation of defending a client at court; professionals who work in the field; expressions related to guiltiness, innocence, suspect, presumption, and suspicion. • Culture: How law rules a country.	• Students assume roles in a trial to prosecute a suspect • Instructions provided in the course dossier • Vocabulary and grammatical exercises of the unit
Session 26	Class Interview with Eledín Parraguez	• Submission of the paper: National Cemetery • Prepare interview reading the biography at the end of the course dossier and listening to a radio interview available in Moodle

Session	Content	Assignments
Session 27	- Functional: Stating and supporting critical opinions, attitude and certainty; synthesizing others' opinions; comparing and contrasting experiences; expressing judgments and propositions and trying to validate them. - Grammatical: Review on subjunctive mood; conditional clauses. - Vocabulary: Word formation: prefixes to form opposite; word families. - Culture: Generalizations lead to stereotypes.	- Audio and class discussion: ¿Qué piensan los chilenos de sí mismos? - Submission of the paper: Eledín Parraguez y la educación en Chile.
Session 28	WRITTEN EXAM - Test includes: - Audiovisual exercise - Grammar exercises - Reading comprehension - Writing exercise integrating topics discussed in class, grammar and vocabulary	
Session 29	ORAL EXAM	Reflection on the experience, assessment of personal objectives, goals and achievements
Session 30	Final Meeting Students discuss their final grades, receive their graded written exams and assess their experience.	

NOTE: Every class begins with a discussion of current local or international news, host family anecdotes, local curiosities, trips, etc.

COURSE-RELATED TRIPS:

- Historic center of the city
- National Cemetery

REQUIRED READINGS:

- Allende, Isabel. Mi país inventado.
- Benedetti, Mario. La Tregua.
- Course handbook (designed and compiled by the Spanish coordinator, Prof. Claudia Flores)

APPENDIX I - RÚBRICA DE EVALUACIÓN DE PRESENTACIÓN ORAL

Item	Puntaje	Observaciones
CONTENIDOS (nota grupal)	6.0 - 7.0	- Es evidente que manejan los contenidos, los expresan en ideas claras, precisas y bien explicadas. - Información completa y bien detallada.
	5.0 - 5.9	- Algunas ideas no están bien desarrolladas, pero en general la información es coherente y las ideas están relacionadas con el contenido. - Alguna(s) parte(s) de la presentación del contenido es/son poco clara(s).
	4.0 - 4.9	- Información correcta y buenas ideas, pero no bien desarrolladas de modo que el resto del curso no necesariamente comprende lo que está escuchando. - Información muy general o extraída de fuentes no apropiadas (Wikipedia). - Manejan poco los contenidos lo que sugiere poca preparación. - Ideas confusas
	2.0 - 3.9	- Poca información, mínimo o nulo desarrollo de los contenidos. - Los contenidos presentados son poco relevantes para el tema y los objetivos de la presentación.
LECTURA (nota grupal)	6.0 - 7.0	- No leen nada de su participación en la presentación. Se guían naturalmente por notas que les recuerdan la información relevante de sus intervenciones. (si las hay) Las diapositivas contienen información, general y de ayuda para presentar los contenidos.
	5.0 - 5.9	Leen lo que está escrito en las diapositivas o parte de sus notas para apoyar lo que están diciendo.
	4.0 - 4.9	- Lo que presentan es la lectura absoluta de lo que aparece en las diapositivas y hay solo algunos datos extras que no son leídos. - Algunos miembros del grupo leen y otros, no.
	2.0 - 3.9	Leen completamente la presentación y no elementos nuevos o extra que se agreguen.
MATERIALES AUDIOVISUALES (nota grupal)	6.0 - 7.0	- Tienen los materiales apropiados, los utilizan bien, de modo que están al servicio de la presentación en tanto son relevantes y claros. - Hay mínimos o no hay errores en las diapositivas o en la presentación.
	5.0 - 5.9	- Los materiales son apropiados, pero están poco o malamente desarrollados o usados. - Hay errores en el español escrito o usado, ya sea en el vocabulario y/o en la gramática directamente relacionada con el tema que se está presentando.
	4.0 - 4.9	- Tienen materiales pero no los usan exitosamente como herramientas para desarrollar su presentación. - Es evidente que no fueron preparados en conjunto.
	2.0 - 3.9	- Los materiales que usan no son apropiados, no se relacionan con el tema de manera directa o no sirven para clarificar los contenidos. - No usan materiales audiovisuales o no realizan la presentación
MOTIVACION (nota grupal)	6.0 - 7.0	Es obvio que se han informado personalmente del tema, y desarrollaron una presentación interesante e interactiva que atrae al curso.
	5.0 - 5.9	La presentación es interesante en cuanto a contenidos, pero no es atractiva para los compañeros de clase porque no tiene elementos atractivos o interactivos.
	4.0 - 4.9	El tema es interesante para la clase, pero los integrantes del grupo no están involucrados en tema, y solo presentan sus contenidos individualmente.
	2.0 - 3.9	- La presentación evidencia falta de interés por parte de sus integrantes. - La presentación es monótona sin matices por lo que no es atractiva para la clase.
TRABAJO GRUPAL (nota grupal)	6.0 - 7.0	La contribución individual es coherente con el desarrollo de la presentación. La participación es equilibrada.
	5.0 - 5.9	Es evidente que algunos miembros del grupo están más preparados que otros.
	4.0 - 4.9	La intervención individual contribuye de forma parcial al desarrollo de la presentación.

Item	Puntaje	Observaciones
	2.0 - 3.9	No es evidente que todos los integrantes han participado de manera equilibrada en la realización del trabajo. La intervención individual no contribuye al grupo, llegando a dificultar el desarrollo de la presentación
INSTRUCCIONES (nota grupal)	6.0 - 7.0	La presentación cumple con incluir todos los elementos que se detallan en las instrucciones y con desarrollarlos bien. Por ejemplo, incluye recomendaciones, videos, comparaciones, reflexiones personales o cualquier elemento que se describa en los detalles del trabajo a realizar.
	5.0 - 5.9	La presentación incluye parcialmente todos los elementos que se describen en las instrucciones, pero no todos están bien desarrollados.
	4.0 - 4.9	La presentación sólo incluye algunos elementos descritos en las instrucciones. Y se han dejado de lado parte importante de los elementos que debían incluirse.
	2.0 - 3.9	- Es evidente que el grupo no leyó cuidadosamente las instrucciones porque hay errores serios que evidencian que no siguieron las instrucciones. - La presentación no se relaciona con las instrucciones.
Español: VOCABULARIO (nota personal)	6.0 - 7.0	- Excelente manejo de vocabulario pertinente al tema tratado. El estudiante incorpora nuevas palabras con sus asociaciones correspondientes para hacer más precisa la comunicación. Utiliza satisfactoriamente el vocabulario de la unidad. - Con algunos errores menores que no se relacionan directamente con el contenido de la presentación.
	5.0 - 5.9	En general, utiliza buen vocabulario para expresar contenidos generales, pero no incorpora nuevas palabras. Usa, sin embargo, buenas estrategias para compensar las deficiencias léxicas.
	4.0 - 4.9	- Comete errores constantes relacionados directamente con el tópico al que se refiere la presentación. - Evidente falta de preparación y atención al vocabulario (que es parte de los contenidos del curso y de la preparación para la presentación).
	2.0 - 3.9	Usa inglés para compensar falta de vocabulario, evidencia falta de preparación.
Español: GRAMÁTICA (nota personal)	6.0 - 7.0	- Sólo comete errores menores que no entorpecen la comunicación. - Demuestra que ha integrado los contenidos estudiados usando estructuras complejas.
	5.0 - 5.9	Comete algunos errores gramaticales que a veces hacen difícil la comprensión de algunos pasajes de la presentación. Pero estos no tienen un impacto profundo en la comprensión de los contenidos. Comete pocos errores elementales e intenta corregirse cuando se da cuenta de que ha cometido un error.
	4.0 - 4.9	Uso deficiente de los recursos gramaticales. El mensaje es confuso porque está lleno de errores elementales.
	2.0 - 3.9	Discurso lleno de errores gramaticales que no permiten la comunicación efectiva.
Español: PRONUNCIACIÓN (nota personal)	6.0 - 7.0	Pronunciación inteligible con algunos sonidos del inglés que se han suavizado y que no interrumpen la comprensión.
	5.0 - 5.9	Pronunciación medianamente inteligible. Mantiene algunos sonidos del inglés que sobresalen en su discurso, pero la comunicación no se ve afectada en gran medida.
	4.0 - 4.9	- Muchos de sonidos del inglés que afectan la comprensión. - Algunos cognados son pronunciados como en inglés.
	2.0 - 3.9	Pronunciación poco comprensible. Afecta la comunicación y comprensión de enunciados.
Español: FLUIDEZ (nota personal)	6.0 - 7.0	La comunicación es clara, con pausas normales que no interfieren en la comunicación, las vacilaciones son las usadas en español. Escasa presencia de pausas o silencios durante el discurso. Las pausas son llenadas con sonidos/poses propios del español. Bastante natural.

Item	Puntaje	Observaciones
	5.0 - 5.9	La comunicación es interferida por pausas, especialmente en busca de vocabulario o reestructuración de las frases para compensar un deficiente manejo lingüístico de algunos aspectos, usa vacilaciones en inglés o lengua materna. Pausas no muy prolongadas y pequeños silencios durante el discurso, aunque la comunicación no se ve demasiado afectada.
	4.0 - 4.9	Habla poco, con muchas pausas para evitar los riesgos, usa vacilaciones en inglés o lengua materna. La comunicación es difícil. Presencia de pausas prolongadas y silencios que interrumpen la comunicación.
	2.0 - 3.9	Casi no interviene.

APPENDIX II – RÚBRICA PARA EXAMEN FINAL

Ítem	No logrado 0-1	Desempeño insatisfactorio 1-1.9	Medianamente logrado 2-2.9	Totalmente logrado 3-4
Contenido discursivo	No desarrolla el tema asignado y se comunica con problemas.	Desarrolla el tema asignado de forma superficial o incluye ideas no pertinentes al tópico.	Desarrolla el tema asignado parcialmente. Presenta algunas ideas interesantes aunque le falta un poco de cohesión.	Desarrolla el tema asignado de forma coherente y satisfactoria.
Contenido intercultural	No es capaz de establecer relaciones entre el tema y la cultura local. Evidencia un casi nulo conocimiento y manejo de la cultura e idiosincrasia chilena.	Es evidente que ha desarrollado muy poco conocimiento y manejo de la cultura e idiosincrasia chilena. Mantiene estereotipos y hace aseveraciones equivocadas.	Intenta establecer relaciones entre el tema asignado y la cultura local, sin embargo son superficiales, basados en estereotipos o no pertinentes. Evidencia poco conocimiento y manejo de la cultura e idiosincrasia chilena.	Evidencia conocimiento y manejo de la cultura e idiosincrasia chilena. Establece relaciones pertinentes entre el tema y la cultura local.
Español: Vocabulario	No utiliza vocabulario aprendido durante el curso. Usa palabras en inglés.	Incorpora poco vocabulario aprendido durante el curso. En ocasiones el léxico utilizado no es apropiado para el tema asignado. - Su vocabulario es limitado.	El estudiante incorpora palabras aprendidas durante el curso con sus asociaciones correspondientes para hacer más precisa la comunicación. Con algunos errores menores que no se relacionan directamente con el tema del examen.	Excelente manejo de vocabulario pertinente al tema tratado. Utiliza vocabulario aprendido durante el curso.
Español: Gramática	Evidencia muy pobre dominio gramatical. No incorpora la gramática vista en los contenidos del curso.	Su gramática es elemental, le permite comunicarse a nivel superficial, pero es evidente que no ha integrado (la mayoría) los contenidos vistos en el curso.	Tiene un dominio gramatical que le permite discutir variados temas, sin embargo comete errores frecuentes que demuestran que no ha integrado todos los contenidos esperados para su nivel. No siempre es capaz de autocorregirse.	Maneja una gramática apropiada para su nivel, es evidente que ha incorporado los contenidos vistos en el curso. Se autocorriges
Español: Pronunciación	Poco inteligible y afecta la comunicación.	Medianamente inteligible. Con bastantes sonidos del inglés y pronunciación de algunas palabras como en inglés.	Pronunciación medianamente inteligible. Mantiene algunos sonidos del inglés que sobresalen en su discurso, pero la comunicación no se ve afectada en gran medida.	Totalmente inteligible. No afecta la comunicación.

Ítem	No logrado 0-1	Desempeño insatisfactorio 1-1.9	Medianamente logrado 2-2.9	Totalmente logrado 3-4
Fluidez	Pausas reiteradas y silencios largos que interrumpen la comunicación. Usa vacilaciones en inglés.	Habla poco, con muchas pausas para evitar los riesgos, usa vacilaciones en inglés o lengua materna. La comunicación es difícil. Presencia de pausas prolongadas y silencios que interrumpen la comunicación.	Pausas no muy prolongadas y algunos silencios que no interrumpen la comunicación. Usa vacilaciones en inglés.	No hay pausas ni silencios prolongados que interrumpen la comunicación. Las vacilaciones que utiliza son las que se usan en español